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Perceived Models, Selected Characteristics and Values by Two Samples of North Dakota Women

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PERCEIVED MODELS, SELECTED CHARACTERISTICS
AND VALUES BY TWO SAMPLES OF
NORTH DAKOTA WOMEN

By

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A Dissertation
Submitted to the Graduate Faculty
of the
University of North Dakota
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for the degree of
Doctor of Education

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This dissertation submitted by Bernice Pavek in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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PERCEIVED MODELS, SELECTED CHARACTERISTICS
AND VALUES BY TWO SAMPLES OF
Title NORTH DAKOTA WOMEN

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ABSTRACT

Problem

This study examined two samples of North Dakota Women, the recognized group and the control group. The purpose was to determine the models of the women in the two groups and to identify personal and family characteristics, educational development and experiences, vocational patterns, avocational interests and values that were similar to both groups and those that were significantly different between the two groups.

Procedures

After the identification of the recognized sample a randomly selected control sample was compiled. There were 108 women, originally, in each group.

An opinion questionnaire, a personal data inventory and the Allport-Vernon-Lindzey Study of Values Test Booklet were sent to each member of both samples.

Statistical treatments included the chi square and multiple regression analysis to determine significant differences between the two sample groups.

Findings

An examination of the data showed that there were models which the individuals in both samples were able to recall who had served as role influentials. For 78% of the

combined groups the role model was in the family. The sex difference of the role model was found to be non-significant.

The women of the experimental group, recognized sample, were older, had worked longer and were more likely to be unmarried.

The type of employment, vocation pursued, was also significantly different. The experimental group had more women who worked in non-traditional female jobs and more women who had considered such careers throughout their development.

The women in the experimental group were more likely to have grown up in a family setting where an activist female model existed.

The data from the Study of Values instrument revealed that in the theoretical value there was a difference between the two groups that was significant.

Statistical analysis of the Androgynous Word Scale found two of the twenty words evaluated to be significantly different. These two words were self-reliance and independence.

Conclusions

Based upon the data collected for the study, the following conclusions seem appropriate:

1. Women in North Dakota have had models, significant people in their lives, who were important to their development. These models were usually within the family.

2. The women within the experimental sample, the recognized group, were more apt to have had an activist female

model within the family. However, the sex difference of the role model tended to be nonsignificant.

3. The women of the experimental group tended to be more theoretically oriented, more independent and more self-reliant.

4. Those women who have been recognized tended to be older, to be or have been employed, to be unmarried, and to have worked in a non-traditional female job.

CHAPTER I

INTRODUCTION TO THE PROBLEM AND PROCEDURES OF THE STUDY

Background and Statement of the Problem

Educators who are involved in promoting the expansion of vocational opportunities and enlarged personal roles for the female student population of today's schools cite an apparent lack of adult female models as being a strong deterrent to the full development of the potential, abilities and talents of contemporary students, male and female

Bernstein said: "Rarely is a woman pictured whose identity stems from her own achievements rather than from her marital status."¹ In the books studied in schools, girls are rarely able to solve problems and textbooks deny mostly by omission, the roles and contributions of American Women. "If the school experiences of boys and girls limit their options of role development, these options are further limited by the adult role models they see in the educational setting."² More than 80 percent of elementary teachers are female and 80 percent of the principals are male. It has been suggested that

¹Jean Bernstein. "The Elementary School Training Ground for Sex Role Stereotypes." The Personnel and Guidance Journal, LI (October, 1972), p. 98.

²Ibid., p. 9.

children can best develop satisfactory sex roles by having many models from which to choose. Perhaps it is not surprising that "research indicates that girls suffer more role anxiety than boys during preadolescence."³

Davis suggests that the inconsistencies in the woman's role result from conflicts between the traditional role of women and social changes occurring in society. First, women may lack identification with working women from previous generations in their own families who could serve as role models. Second, they are subjected to pressures on them by society which say that being gainfully employed outside the home is incompatible with being a wife and mother.⁴

In the rural state of North Dakota phrases such as "the farmer's wife" clearly convey the idea that the female is merely a possession of the farmer and is not herself a farmer, when in fact the wives of most small farmers are themselves farmers in every sense of the word.⁵

Concerning higher education, "between 75 and 90 percent of the well-qualified students who do not go on to further their education are women."⁶ Women who do go to college

³Celeste M. Brody. "Do Instructional Materials Reinforce Sex Stereotyping?" Educational Leadership, XXXI (November, 1973), p. 121.

⁴Anne J. Davis. "The Role of Women: Selected Literature." Educational Horizons, XLVII (Fall, 1968), pp. 25-28.

⁵Elizabeth A. Burr and others. "Women and the Language of Inequality." Social Education, XXXVI (December, 1972), p. 843.

⁶Dorr, Robin. "Women's Rights." American Education, VIII (December, 1972), p. 10.

and seek financial aid receive scholarship awards averaging \$518 compared to \$769 received by men.

The recent controversy over the Equal Rights Amendment to the United States Constitution in many states, including North Dakota, has served to point up the confusion and inconsistencies which continue to exist about what the role of the American woman is today. This contributes to the difficulty educators have in planning educational experiences for girls and young women.

As the search for solutions to women's dilemma continues it is useful to consult past experience both individually and collectively. Some writers such as Simone de Beauvoir suggest that women have no past, no history and no religion of their own.⁷ Others such as Alice S. Rossi suggest that sampling the lives of the children and grandchildren of women of the past is a way to begin to identify events as they affected American women.⁸

The problem of this study is, through the sampling of recognized successful or influential North Dakota women, to identify common and unusual educational, vocational-avocational and value patterns of women living in a highly rural agricultural-oriented state.

⁷Simone de Beauvoir. The Second Sex. New York: Bantom Books, 1961.

⁸Alice S. Rossi. ed. The Feminist Papers. New York: Bantom Books, 1973.

Hypotheses

The basic working hypothesis of this study was that among women recognized as successful in this sample there were significant models: people who served as examples and role influentials. Specifically:

1. There were models which the individuals in the sample were able to recall;
2. There were educational and avocational-vocational characteristics which were common to the experimental sample but significantly different from the control group.
3. There were value patterns which were common to most women in the experimental sample but these value patterns are significantly different from the value patterns of the control sample.

Limitations and Delimitations

1. The study was limited to a select group of women who have been recognized for their contributions to the North Dakota community through homemaking, politics, education, culture and commerce.

2. The study was restricted to those North Dakota women listed during the 1950's in Who's Who in North Dakota, Who's Who Among Women in the United States who were still living and for whom addresses could be found and to those women recognized by the North Dakota Women's Coalition in 1973 and

and 1974 still living in North Dakota.

3. The study measured only material as recalled by the respondents to areas defined by the questionnaire and as measured by the ipsative value scale of the Allport-Vernon-Lindzey Study of Values.

Definition⁹ of Terms

1. Model: example or someone to be copied or followed; applies to a person thought especially worth copying or imitating.

2. Role: a part played in real life.

3. Self-image: self-conception; her image of the world and the way she masters or copes with it.

4. Education: the development of knowledge, skill, ability or character by teaching, training, study or experience.

5. Vocation: an occupation, business, profession or trade.

6. Androgynous: uniting the characteristics of both sexes; at once male and female.

7. Leisure: time free from required work; when a person may rest, amuse herself and do the things she likes to do.

8. Values: the established ideals of life; objects, customs, ways of acting that the members of society regard as

⁹Unless otherwise indicated, term definitions are from the World Book Dictionary, 1970 ed.

valuable.

"We see an individual's values as the reflection of his basic inclinations and generalized orientations. They are elements that shape the preference systems he develops to guide him in the formulation of goals and in the exercise of choice."¹⁰ ... "We know relatively little about the effect of marriage upon women's values, self-conceptions and expectations for their future."¹¹

9. Traditional female vocation: occupations where the percentage of females emphasized is very high, such as nursing, clerical work and teaching.

10. Non-traditional female vocations: occupations where 28 percent or less of those employed are women.

Purpose of the Study

The purpose of the study was to investigate a selected group of North Dakota women for personal and family characteristics, educational patterns and experiences, vocational patterns, avocational interests and values. National movements such as the changing role of women in American society are a composite of the life experiences of many diverse individuals and groups in different parts of the country. A study of a selected group of women on a state-wide basis would serve

¹⁰Eli Ginzberg. Life Styles of Educated Women (New York: Columbia University Press, 1966), p. 144.

¹¹Jacquelin A. Mattfield and Carol G. Van Aken Ed. Women and the Scientific Professions (Cambridge, Mass. The M.I.T. Press, 1965), p. 76.

to further the search for knowledge of the role and contributions of women in contemporary society.

Procedures for the Study

Collecting Data

The first step was the identification of the sample. It was decided to use as many of the original women listed in the Who's Who in North Dakota and Who's Who Among Women in the United States of the 1950's as could be located through the telephone directories and the city directories of North Dakota cities. All of the women recognized by the North Dakota Women's coalition were included. A combined experimental sample of 108 women were sent personal data inventory sheets, questionnaires and the Allport-Vernon-Lindzey Study of Values test booklet.

A control group was devised in a random sample methodology using city directories and county tax-payers rolls to select a control sample of North Dakota women matched on geographic location, rural and urban.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into three areas relevant to the study. They are: 1. role development 2. vocational choice 3. educational influences. This attempted discussion of the role of women in contemporary society considers the total cultural context, past and present and contemporary research.

Role Development

Role: Role is defined as a part played by a person in real life. An important consideration involving role identification is the "self" defined¹ as the organization of qualities that comprise what the person is as opposed to what a person does which is his "role." The self-image is the person's image of the world and the way "he" or "she" masters or copes with it. Inherent in this process is the environment as it exists during an individual's development and how the individual because of particular qualities: knowledge, skill, ability or character based on teaching, training, study and experi-

¹Felice J. Karman. "Women: Personal and Environmental Factors in Role Identification and Career Choices." (ED. D Dissertation: University of California, Los Angeles, August, 1973), p. 18.

ence perceives the environment to be. In other words, the person comes into a physical environment and learns the folkways and mores that surround her as unconsciously as she learns to walk, eat and breathe. They are learned from tradition, by imitation and by authority.²

Models: Personality evolves through the constant interaction of internally experienced needs and drives, which originate in the genetic uniqueness of the individual and through the responses of others toward the self. Important among these responses are roles made available to the individual, through social structuring and through imitations of and identification with models. These are usually models perceived as "self-like". The individual perceives the differential in social reinforcement received for performance in some roles as against performance in others.³

Human beings are the most social of all animals and acquire important aspects of their identities through participation in the social roles made available to them.⁴

Roles (the parts people choose or are given to play in life) are both assignable and transferable.⁵ Nonpresti-

²William Graham Sumner. Folkways. (New York: Dover Publications, Inc., 1906), p. 2.

³Ester Manning Westervelt. "Femininity in American Women: The Influence of Education." Journal National Association Women's Deans and Counselors, XXXV (Fall, 1971), p. 4

⁴Ibid., p. 3.

⁵Clare Boothe Luce. "Woman: A technological Castaway." Saturday Evening Post, (January-February, 1974), p. 21.

gious and unprofitable roles are assigned to women. A social emergency such as a war can cause a reassignment of roles. Even though in pioneer days it was "natural" for the pioneer woman to drive mule teams and covered wagons into the uncharted frontier lands, a few decades later President Cleveland said that women were too frail to conduct an automobile. The driving role was not natural to women because handling machinery was not "natural" to women.⁶ Now that the household has become mechanized it is "natural" for women to run machinery.

Child role development: The roles portrayed by the adults in the child's life will be the primary materials from which he or she will gather information upon which decisions can be based.⁷

Super⁸ pointed to the importance of early family relationships in vocational choice because they provided role models which facilitated the development and implementation of self-concept.

Edwards⁹ studying cultural values and role decisions

⁶Ibid., p. 9

⁷Ann Converse Shelly. "Can We Find More Diverse Adult Sex Roles?" Educational Leadership, XXXI (November, 1973), p. 117.

⁸Donald E. Super. "Vocational Adjustment: Implementing a Self-Concept." Occupations, XXX (November, 1951), pp. 88-92.

⁹Carl N. Edwards. "Cultural Values and Role Decisions: A Study of Educated Women." Journal of Counseling Psychology, XVI (January, 1969), pp. 36-40.

among educated women using regression analysis found that perceived values of significant others are related to S_s values but that the significant others of importance vary with s 's own role decision. There was an overall tendency for values of parents, school and society to be relatively unrelated to those expressed by S_s .

"When a girl cannot fight these standards nor conform to the role society has set for girls, she begins to lose self-confidence as her self-esteem dwindles."¹⁰

Currently, "the college girl does not find many female role models on most college campuses."¹¹ Westervelt contended: "the contribution that gender identity makes to the self-concept tends to vitiate the impact of male role models on young college women."¹² "Psychologically healthy role models for women depend upon changing the stereotypes of the male role because many of the constrictions women suffer in society stem from men's role anxiety."¹³

Role conflict: Rossi¹⁴ believes that it is a paradox of our social history that motherhood has become a full-time occupa-

¹⁰Carol Bretz. "Sugar and Spice or Snips and Snails?" Elementary English, L (October, 1973), p. 1055.

¹¹Westervelt. "Femininity in American Women: ..." p. 8.

¹²Ibid.

¹³Brody. "Do Instructional Materials Reinforce Sex Stereotyping?" p. 122.

¹⁴Alice S. Rossi. "Equality Between the Sexes: An Immodest Proposal." Daedalus, XCIII (Spring, 1964), p. 622.

tion in precisely the era when objectively it could and perhaps should be a part-time occupation for a short phase of a woman's life span. Pruette¹⁵ suggests that the modern woman has been more thoroughly dislodged and more thoroughly shaken up by the economic, social and cultural changes of the last century than men.

While woman's greatest function was child bearing, the procreation function of society, her greatest role was child care. Overpopulation and the consequences of overpopulation have served to downgrade the motherhood profession and consequently the traditionally full-time roles of wife and mother are in a state of decline.¹⁶

The decreased time and energy required for the role of homemaker apparently lessens the satisfaction that the role once gave women.¹⁷ Clare Boothe Luce¹⁸ has referred to woman as the "technological castaway." She quotes a government study that showed only three out of twenty women surveyed to be happily married. Ten out of twenty stuck to their husbands for "practical reasons."

Half the female population between the ages of 18 and 65 is now in the labor force. Three out of five women working

¹⁵Lorine Pruette. Women and Leisure (New York: Arno Press, 1924), p. xxiii.

¹⁶Luce. "Woman: A Technological Castaway." p. 92.

¹⁷Davis. "The Role of Women: ..." p. 25.

¹⁸Luce. "Woman: A Technological Castaway." pp. 19-21, 91-96.

today are married and many are mothers. In 1970 5.4 million families were headed by a woman. In the future nine out of ten females born in this country will be employed at some-time in their lives.¹⁹ Reality says that it is no longer a matter of choice but one of teaching for and counseling for dual roles as homemaker and wage earner. However, many of our continuing concepts about women's roles and the behaviors appropriate to roles performed by women; which are major dimensions of our stereotype of femininity, are the legacy of an America that has long ceased to exist.²⁰ "Where there is little conflict, such as among college women, job and career aspirations are heavily weighted toward traditional female occupations."²¹

Douglas described Margaret Sanger's influence as one of teaching people to accept sex as it is, a part of life that needs a rational response. She further described her family: They were unusual women; "feminine and charming, not one followed the traditional role of wife and mother."²² Writing in 1890 during the social and political struggle for woman's suffrage Echenstein said: "The right to self-develop-

¹⁹Jeanne M. Holm. "Employment and Woman: Cinderella is Dead." Journal American Association Woman's Deans and Counselors, XXXIV (February, 1970), p. 8.

²⁰Westervelt. "Femininity in American Women." p. 4.

²¹Lynne B. Iglitzin. "A Child's-Eye View of Sex Roles." Today's Education, LXI (December, 1972), p. 23.

²²Emily Taft Douglas. Margaret Sanger: Pioneer of the Future. (New York: Holt, Rinehart and Winston, 1970), p. 22.

ment and social responsibility which the woman of today so persistently asks for, is in many ways analogous to the right which the convent secured to womankind a thousand years ago."²³ Today's woman assumes many roles during her lifetime: student, housewife, mother, citizen, career woman.²⁴

Schools: The schools, created to maintain society, function to perpetuate traditional sex roles through the authority structure, sex-segregated courses and programs, sex typing in textbooks, teachers' attitudes, and counseling female students into "feminine" occupations.²⁵ A study by Iglitzin²⁶ with fifth grade boys and girls in the suburbs of Seattle, Washington found that the degree of traditional sex stereotyping of the major social roles in society is very strong by the fifth grade. Girls were consistently less stereotyped in their views than boys and children with working mothers had more liberal views on the roles of men and women in society.

The Church and Female Role Development: In an article discussing the women's movement and theology Mary Daly pointed to the service performed by the church through the externalization process constructed by a male-dominated race. Women

²³Lina Eckenstein. Woman Under Monasticism. (Cambridge, England: University Press, 1896), p. IX.

²⁴Robert L. Loeffelbein. "Every Woman's Village." Improving College and University Teaching, XX (Winter, 1972), p. 45.

²⁵Betty Levy. "Do Teachers Sell Girls Short?" Today's Education, LXI (December, 1972), pp. 27-28.

²⁶Iglitzin. "A Child's-Eye View of Sex Roles." p. 26.

have internalized the identity and the roles imposed upon them. The women's movement radically attacks universally held basic assumptions about feminine and masculine symbolism for God, women must assume active, creative, leadership roles, "becoming role models for themselves and others."²⁷

Politics and female role development: Gruberg who examines women in American politics suggests that women make the mistake of expecting us to seek them out for office more or less in the same manner that they expect a man to ask their hand in marriage.²⁸ "What is needed are more women able to assume the professional role in a political situation and the feminine role in a social one."²⁹ For change to occur women must enter the occupations that lead to political careers such as law and public and business administration. Women must also be willing to compete with men for policies and positions. However, the remedy will fall short unless the attitudes of both sexes are changed. If the boy grows up intolerant of female competition, if his conception of the proper role of women is limited to child-keeping and housekeeping, the woman is not going to be able to combine a career with a family.³⁰ The school curriculum at present includes subject matter on

²⁷Mary Daly. "The Women's Movement: An Exodus Community." Religious Education, LXVII (March, 1972), p. 329.

²⁸Martin Gruberg. Women in American Politics. (Wisconsin: Academia Press, 1968), p. 37.

²⁹Ibid., p. 38.

³⁰Ibid., p. 40.

the peoples of other lands and the contributions of different groups to our own culture. There should also be significant studies on the changing role of women.³¹ Frances Perkins, Secretary of Labor in 1933, quotes Franklin Roosevelt as saying "make it simple enough for the women to understand and then the men will understand it."³²

In an overview of women around the world, Seward cited a strong carry-over of the tribal roles of women into modern society but the utilization of talent and training wherever it could be found tended to be almost asexual. In a comparison of American and European women, Seward suggests "the variable in these stereotypes is probably training and education, to the point that the European woman who seeks further education also seeks greater participation in the larger community."³³

Vocation

"When motherhood is recognized as a vocation to be chosen or rejected, without public censure or private blame, women can be said to have the right to choose their own vocations."³⁴

³¹Ibid., p. 99.

³²Rossi. The Feminist Papers. p. 193.

³³Dorie Seward. "Women Around the World: An Overview." Journal National Association Women's Deans and Counselors, XXXIV (Fall, 1970), p. 3.

³⁴Pruette. Women and Leisure. p. 207.

In the early history of the United States there were very few negative definitions of what was suitable or inappropriate work in which a woman might engage. In colonial days women moved freely into most occupations in response to particular needs and opportunities rather than abstract theories of what was proper. They took over the businesses of deceased husbands or fathers. Eleven women ran printing presses and ten published newspapers before 1776.³⁵ This pattern tended to be repeated on the frontiers as American civilization expanded and developed in new territories. As the wilderness was subdued and prosperity increased the idea of what work was "appropriate" for women restricted and narrowed the vocational choices of second and third generation women to very limited women's fields such as nursing and teaching.

"Women have always engaged in a wide variety of occupations, but in different ones in different societies and at different times. Only in the past century in a few parts of the world, has it become possible for the average women not to be gainfully employed."³⁶

"This isolation of women from work was a significant phenomenon in American life only for about eighty years from the Civil War to World War II.³⁷ Women from lower income

³⁵Page Smith. Daughters of the Promised Land (Boston: Little, Brown and Company, 1970), p. 54.

³⁶Holm, "Employment and Women: ..." p. 8.

³⁷Ginzberg. Life Styles of Educated Women. p. 7.

groups continued to work just as most women of earlier centuries in America worked throughout the whole of their lives. The competence of the wife often meant the difference between impoverishment or affluence.³⁸

Current changes in social mores, in the labor market, the limiting of family size and the less time and energy required to run homes are the reasons for the current flux. These require women to make choices continuously. "Moreover, she must make many of them without any directly relevant experience and sometimes without models from her parental home or from society at large. That is a result of revolution - old models do not adequately fit the new situation."³⁹ Today, changing female roles and a growing recognition of the value of women as a vital national resource and a realization that equal employment opportunity is not a favor to women but an economic necessity is paralleled by the premise that "young women today are not adequately prepared either emotionally or professionally for their new roles."⁴⁰ Many young girls and women continue to believe that the accepted way to gain self-esteem is to get a man and raise a family. Women continue to be recognized because of their husband's accomplishments rather than as achievers in their own right, even though contemporary employment patterns demonstrate otherwise.

³⁸Ibid., p. 6.

³⁹Ibid., p. 57.

⁴⁰Holm. "Employment and Women: ..." p. 7.

The "contingency" philosophy, be able to work only if you have to, finds girls being raised with an unrealistic view of life and the young girl's decisions during crucial educational years are based on a vague possibility of being provided for in marriage and not having to work.

"Careers of women are often determined by extraneous circumstances instead of by talent, training or even vocational interest."⁴¹

The Joestrings cite a Havighurst study of 1961 that took the position that gifted girls have not been effectively handled by society because the role of the housewife is seen by some girls as more important than that of being a student.

Basically the greatest vocational problem a girl faces is the lack of certainty of what her work will be; she does not know whether her career will be her main auxiliary role or even no part of her role at all.⁴²

Karman⁴³ in a stepwise multiple regression analysis investigated samples of students in 38 schools for characteristics of young women known as nontraditionalists because of career choice indicated. The data concluded that sex status is a salient factor in woman's career choice. The predictor variables identified accounted for only 29 percent of the

⁴¹Joan Joestring and Robert Joestring. "Future Problems of Gifted Girls." The Gifted Child Quarterly, XIV (Summer, 1972), p. 82.

⁴²Ibid., p. 86.

⁴³Karman. "Women: Personal and Environmental Factors ..." pp. 1-20.

variance.

The Role of the Male in the Vocational Choices of Women: A study by Rappaport and others of perceptual differences between married and single college women for the concepts of self, ideal woman and man's ideal woman indicated that the single women were significantly more family oriented than the married group but both believed that men would desire an ideal woman with a strong intrafamilial orientation.⁴⁴

Hawley⁴⁵ investigated perceptions of male models of femininity related to career choice and found that women choose careers consistent with their own judgments of the model of femininity held by significant men in their lives.

Rossi⁴⁶ after documenting the statement; only if the woman is to be the traditional wife-mother is present day socialization of young girls adequate, suggests that the process of identification is a fusion of the two parent models. This involves a modeling of the self after mother in some respects, father in others. "It is possible that those who have led exciting intellectually assertive and creative lives did not identify exclusively with their traditional mothers, but crossed the sex line and looked to their fathers

⁴⁴Alan F. Rappaport and others. "Perceptual Differences Between Married and Single College Women for the Concepts of Self, Ideal Woman, and Man's Ideal Woman." Journal Marriage and Family, XXXII (August, 1970), pp. 441-442.

⁴⁵Peggy Hawley. "Perceptions of Male Modes of Femininity Related to Career Choice." Journal of Counseling Psychology, XIX (July, 1972), pp. 307-313.

⁴⁶Rossi. "Equality Between the Sexes: ..." p. 642.

as model sources for ideas and life commitments of their own."⁴⁷

Almquist and Angrist⁴⁸ completed a study which focused on career oriented girls who chose male dominated occupations. The research gave only limited support to different patterns of dating, extra curricular activities, relationships with parents and work values. Support was found for an alternative hypothesis that enriching experiences lead to unconventional choices.

A kindergarten to college program for vocational development is supported by Patterson.⁴⁹ He contends that the data that girls must process in making decisions differs from boys but that the process is the same. The conclusion is made that a woman's identity and fulfillment develops from her accomodation of sex role and competitive achievement role.

Maternal Employment: Concerning the effects of maternal employment, Rossi⁵⁰ indicated that, to date, there is no evidence of any negative effects traceable to maternal employment; children of working mothers are no more likely than children of non-working mothers to become delinquent, to show neurotic

⁴⁷Ibid., p. 642.

⁴⁸Elizabeth M. Almquist and Shirley S. Angrist. "Career Salience and Atypicality of Occupational Choice Among College Women." Journal Marriage and Family, XXXII (May, 1970), pp. 242-248.

⁴⁹Lewis E. Patterson. "Girls Careers - Expressions of Identity." Vocational Guidance Quarterly, XXI (June, 1971), pp. 269-275.

⁵⁰Rossi. "Equality Between the Sexes..." p. 618.

symptoms, to feel deprived of maternal affection, to perform poorly in school or to lead narrower social lives. The only significant difference found between working and non-working mothers was the mother's confidence about her role as mother with 42 percent of those working and 24 percent of the non-working expressing concern, (doubt about the adequacy of their mothering).

Career Choice: The effects of career models depicted in the media of instruction and counseling on the career aspirations of young girls was investigated by Plost and Rosen.⁵¹ Their three major hypotheses were verified at high levels of confidence. These were: (1) a significant preference for the occupation depicted by a career model of the same sex as themselves - irrespective of the substantive content of the occupations; (2) girls expressed preferences for occupations depicted by like-sex career models significantly more frequently than boys did; and (3) boys and girls alike tended to rank occupations depicted by male models higher than those presented by female models in two prestige categories: their perceived education requirements and salary potentials.

While 50 percent change plans, there are early patterns and interests that predict later career outcomes. Astin found that "girls who in high school score high on scholastic aptitudes, especially on mathematical ability, and who plan to

⁵¹Myrna Plost and Marian J. Rosen. "Effect of Sex of Career Models on Occupational Preference of Adolescents." AV Communication Review, XXII (Spring, 1974), pp. 41-50.

pursue higher education and aspire to an advanced degree, usually choose fields that require greater career commitment."⁵² In 1971 Astin and Myint⁵³ cooperated in a study using a sample of women from the Project Talent Data Bank. They concluded that educational attainment and marital-familial status best predicted whether women would pursue careers in the sciences, professions and teaching or be housewives and office workers. Further, scholastic aptitudes, socioeconomic status and early career choices were the best predictors of the personal variables studied.

A random sample of students in a two year community college was used by Veres⁵⁴ to study the career choice and career commitment of two-year college women. Results of the study showed that no relationship existed between the work history of the mother and the career choice of the subject but that the dimension of career commitment as measured by length of time and presence of current employment supported a modeling influence of mother upon daughter. Veres concluded that young women need exposure to a wider variety of role-models.

⁵²Helen S. Astin and Thelma Myint. "Career Development of Young Women During the Post-High School Years." Journal of Counseling Psychology, XVIII (July, 1971), pp. 369-393.

⁵³Ibid.

⁵⁴Helen C. Veres. "Career Choice and Adolescent Career Plans of College Women." (Paper presented at the American Personnel and Guidance Research Association, Chicago, Illinois, 1974) ERIC ED 015283.

The "Life Planning Questionnaire for Women" and the Strong Vocational Interest Battery were used with 1188 entering freshmen women at the University of Wisconsin, Milwaukee to investigate childhood and adolescent career choices.

Harmon's⁵⁵ findings suggest that women do not make many or varied early career choices and that later choices tend to be restricted to typical women's fields. Two rather interesting points reported were: (1) only 31 percent of the mothers had never been employed during daughter's life-time; and (2) business and clerical-secretarial occupations were considered by the least number of women. Keyserling⁵⁶ reported that clerical work and service occupations are expected to show the second and the fastest rate of growth in the nation's "manpower" requirements. Professional and technical occupations are the fastest growing career fields as reported in 1967.

A similar study by Tangri⁵⁷ of women who enter male-dominated professions (defined as a profession where 28 percent

⁵⁵Lenore W. Harmon. "The Childhood and Adolescent Career Plans of College Women." (Paper presented at the American Personnel and Guidance Association Convention, New Orleans, Louisiana, 1970) ERIC ED 040468.

⁵⁶Mary Dublin Keyserling. "Your Talents-Let's Not Waste Them." (Address given to a "Back-to-Work Symposium" sponsored by Stern Brothers and American Girl Service, New York City, January, 1967) ERIC ED 015283.

⁵⁷Sandra Schwartz Tangri. "Occupational Aspirations and Experiences of College Women." (Paper presented at annual meeting of American Psychological Association, Washington, D.C., September, 1971) ERIC ED 060470.

or less are women) supported the finding that role-innovators' mothers were more likely to be working and to have role-innovative professions themselves. A second finding suggested that embarrassment over prominence, particularly among male colleagues, is a major source of fear success anxiety, rather than success per se. Role innovators appeared to be more individualistic, less conventional, more intellectual and to have more conflict over combining a career and marriage. The study concluded that traditionalists derive more of their job satisfaction from salary, convenience of hours or job location.

Horner's⁵⁸ study, referred to by Tangri, identified the motive to avoid success as an internal psychological representative of the dominant societal stereotype which views competence, independence, competition and intellectual achievement as qualities basically inconsistent with femininity and positively associated with masculinity and mental health.

Adolescent female aspirations of the world of work and their congruence with anticipated future life plans was studied by Mowesian⁵⁹ in a sample of high school girls in east central Texas. He found a significantly high degree of agreement between occupational aspirations and post-high

⁵⁸Matina L. Horner. "Toward an Understanding of Achievement-Related Conflicts in Women." Journal of Social Issues, XXVIII (Spring, 1972), pp. 157-176.

⁵⁹Richard Mowesian. "Educational and Career Aspirations of High School Females." Journal NAWD&C, XXXV (Winter, 1972), pp. 65-69.

school plans. No female chose an unskilled occupation. As the grade level increased plans for marriage increased and emphasis on four year college decreased.

Career patterns and choices of adult married women: Authorities such as Ginzberg who investigated the career development of men and women found that "men followed a relatively simple and straight forward pattern compared with the much more complex career and life patterns characteristic of a majority of our women."⁶⁰ He found that a woman's work history is greatly affected by the number of children she has. With every increase in family size, there is a decrease in continuous participation in work. Thirty percent of the women in the study had "working" mothers.

Okun,⁶¹ in a desire to know more about the potential influences of such factors as early work and educational and current familial experiences, attempted to identify and define the factors that determine the occupational choices of married women 12 to 20 years after college graduation. Semi-structured depth interviews with respondents and the administration of the Strong Vocational Interest Blank, Form W were used to determine the correlation of job-related interest to the actual occupational field of the respondent. Okun found the influence of key persons to be the major influences of

⁶⁰Ginzberg. Life Styles of Educated Women. p. 4.

⁶¹Barbara F. Okun. "Later Careers of Women College Graduates." Journal NAWD&C, XXXV (Winter, 1972), pp. 91-97.

occupational choice. The key persons were friends and professional persons; over half acknowledged this type of influence. The college major related to the current job in slightly less than half of the cases studied and early work experience had some influence on later choices for more than 75 percent of the sample.

A study (conducted with women over 35 living in the Greater Boston and Amherst areas, practicing a profession and married) by Holmstrom⁶² reviewed the career patterns of twenty professional women. Interviews were conducted with both the women and their husbands separately. Three types of discrepancies between formal job titles and actual work activities were discovered. These were: (1) women, even when unemployed, still pursued professional activities; (2) there were women who had been demoted in terms of the prestige of the formal positions they held, even though their professional skills and reputations were on the rise; and (3) there were cases of discrepancies between title held and the type or amount of work actually done. "All three of these phenomenon are connected to the peculiar place which married women presently have in the occupational system."⁶³ Married women's career experiences will be under-estimated by only looking at

⁶²Lynda Lutle Holmstrom. "Women's Career Patterns: Appearance and Reality." Journal NAWDC, XXXVI (Winter, 1973), pp. 76-80.

⁶³Holm. "Employment and Women: ..." p.77.

what they appear to be "officially."⁶⁴

A study of faculty wives by Weissman⁶⁵ and others found an overwhelming demand for part-time work and the unemployment of six of seven wives with Ph.D.'s was related to inability to find suitable jobs, not lack of interest. This study was done with 408 women at Yale University. These women considered care of the home and family to be the responsibility of the wife and expected to devote a substantial portion of their time and energy to domestic responsibilities. Three-fourths of these women currently want full-time careers as well as marriage but less than 60 percent of them wanted careers when they were first married; a shift of plus 15 percent. An interesting fact was a ratio of 10.7 with Ph.D. or LL.D. degrees as compared to a national scale of one woman Ph.D. per 100 college graduates. The median educational level of the group was some graduate work.

Education

What are the effects of education upon the role that women perform in the contemporary social order and how does current research in the area of women and education apply to the problems inherent in the role development process of the

⁶⁴Ibid.

⁶⁵Myrna Weissman and others. "The Faculty Wife: Her Academic Interests and Qualifications." American Association of University Professors Bulletin, LVIII (September, 1972), pp. 287-292.

female personality and her vocational identity? The current literature and research reviewed relates to the above question..

"But for her sex she could have entered the freshman class at Yale." This is a quote of Ezra Stiles after examining for purposes of verifying the learning of Lucinda, the 12 year old daughter of Reverend John Foot.⁶⁶ Although Lucinda got a certificate testifying to her learning there was no place for her and other women of colonial times to pursue higher education.

During the nineteenth century the usual girls' schools frantically attempted to copy the curricula of boys' schools precisely, even when the subjects were of little value to either sex. Presumably the girls felt a great compulsion to demonstrate that they had sufficient mental ability to compete effectively with men on their own ground.⁶⁷

John Stuart Mill writing early in the nineteenth century on the subjection of women said that princesses have never been taught that it was improper for them to concern themselves with politics. "The ladies of reigning families are the only women who are allowed the same range of interests and freedom of development as men. ...there is not found to

⁶⁶Smith. Daughters of the Promised Land. p. 46.

⁶⁷Robert E. Riegel. American Women. (New Jersey: Farleigh Dickinson University Press, 1970), p. 314.

be any inferiority."⁶⁸ In 1900 Welch said, "It does not matter so much what your daughter studies as under whom she studies."⁶⁹

Internationally one of the major reasons in the developing countries for the small part played by women in the more remunerative occupations such as law, medicine and teaching is the small proportion of women who obtain specialized or higher education.⁷⁰ "There is evidence from many countries that the more highly educated a woman, the more likely she is to work, and in particular, to return to work after marriage, or child-rearing."⁷¹ Further, education influences a woman's willingness to work by increasing her earning capacity, and by increasing access to more enjoyable jobs.

"The children of educated mothers are more likely to do well in school, continue their education beyond the minimum leaving age, and enter a high-income occupation."⁷² "The size of family is negatively related to the level of a woman's

⁶⁸John Stuart Mill. On Liberty, Representative Government, The Subjection of Women. (London: Oxford University Press, 1912), p. 49.

⁶⁹W. M. Welch. How to Organize, Classify and Teach A Country School. (Chicago: W. M. Welch & Co., 1900), p. 88.

⁷⁰Norton T. Dodge. "Women in Economic Development: A Review Essay." International Review of Education, XIX (1973), p. 162.

⁷¹Maureen Woodhall. "Investment in Women: A Reappraisal of the Concept of Human Capital." International Review of Education, XIX (1973), p. 18.

⁷²Ibid., p. 22.

education."⁷³

A National Report⁷⁴ includes a statement by Chatham President Eddy stating that education is basically asexual. One does not teach political science or biology or philosophy to women in a substantially different framework than to men. However, one may engage in this teaching in a setting which encourages a student to realize her potential or she may not realize her potential because she was never expected to excel.

One study of 1500 career-successful women selected at random from each of three editions of "Who's Who in American Women" found that graduates of women's colleges were 2.3 times more likely to be career-successful. The data indicated strongly that the development of young women into career-successful adults is directly proportional to the number of role models (women teachers and administrators) to whom the young students have access.⁷⁵

Tidball's ⁷⁶ study found that as the percentage of men students increased, the output of women achievers decreased proportionately. To the extent that a young woman is pre-occupied in her search to find a suitable mate or minimizes

⁷³Ibid., p. 23.

⁷⁴National Report. "The Case for Women's Colleges." Intellect, CII (March, 1974), pp. 344-346.

⁷⁵Ibid., p. 345.

⁷⁶Elizabeth M. Tidball. "Perspective on Academic Women and Affirmative Action." Educational Record, LIV (Spring, 1973), p. 134.

her interpersonal relationships with other women, the young woman biases her ability to learn about her own talents, capabilities, excitements and commitments at a time and place presumably set aside for such growth. Tidball concluded, the young woman who has few adult women in her college environment suffers from a lack of models for achievement in other than biological areas.

Education and Development: "Girls need the same respect and love and acceptance in the family that boys need if they are going to go ahead and develop their full capabilities and be happy in doing so."⁷⁷

Campbell⁷⁸ in a study of feminine intellectual decline during adolescence found that young women experienced a mean loss in I.Q. points of 1.33 while the young men experienced a mean gain of 1.62 points. A further finding was that the young women who declined in total I.Q. points rated themselves as significantly less active than did the young women who did not decline. Earlier studies of Terman, 1936 and Menchen, 1964, found that home environment and the sex-typing within the school appeared to have much influence.

Higher Education: Gunter and Miller say, "The urge toward

⁷⁷Bernice Brown Cronkhite. "New Patterns in Women's Education." Improving College and University Teaching, XX (Winter, 1972), p. 38.

⁷⁸Patricia B. Campbell. "Feminine Intellectual Decline During Adolescence." (Paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois, April, 1974), p. 4 ERIC ED 091620.

high professional achievement which was manifest in some of the women who came of age in the 1920's apparently has not been maintained as strongly today."⁷⁹ With the exception of Epstein, the literature and research cited in the following paragraphs tend to disprove this statement of Gunter's and Miller's.

Gould and Pagano⁸⁰ researched the Barnard College class of 1965: 163 respondents out of 365 graduating members. Five years after graduation three out of four respondents were employed or were full-time graduate students, 78 percent of respondents were married and 68 percent expressed awareness of discrimination and 55 percent were concerned with the "Inequities they faced as women."⁸¹ Two-thirds were working toward or had completed advanced degrees.

Ginzberg's⁸² study of women graduate students at Columbia University found that three-fifths had at least one parent who was a college graduate, that most had parents with positive attitudes toward higher education for their daughters and that the parents were able to underwrite most or all of the cost. The study showed also that women who acquired

⁷⁹Laurie M. Gunter and Virginia Miller. "Women and Room at the Top." Education Horizons, XLVII (Summer, 1968), p. 163.

⁸⁰Jane L. Gould and Abby Pagano. "Sex Discrimination and Achievement." Journal NAWDC, XXXV (Winter, 1972), pp. 65-89.

⁸¹Ibid., p. 80.

⁸²Ginzberg. Life Styles of Educated Women. p. 29.

graduate degrees did not become lost to their fields.

Mitchell and Alciatore⁸³ studied through a questionnaire all 224 women who had received the doctorate at an Oklahoma institution of higher learning between 1929 and 1967. The median time lapse from the bachelors to the doctorate was about 17 years, while the national median for men is 7.9 years. Although the mother was credited with having helped set educational or occupational goals, the main reason for advanced study was self-imposed. Colleagues were named most frequently as a source of discouragement. Proximity was a very important reason for choice of institution. Academic reputation of the department was less important than proximity and cost. The return to society was 99 percent employment among the women in this study who earned doctorates.

In 1971, Ann Scott⁸⁴ criticized the universities for failure to do their job for women. The question asked was: is it the university's educational obligation to perpetuate women's middle class privilege or should it prepare women to change those outmoded patterns? A proposed program of intervention techniques to enable women to intervene for themselves should include: (1) gathering information; (2) training women

⁸³Susan B. Mitchell and Robert T. Alciatore. "Women Doctoral Recipients Evaluate Their Training." Educational Forum, XXXIV (May, 1970), pp. 533-539.

⁸⁴Ann Scott. "Educating American Women for the Leisure Class." Educational Leadership, XXIX (October, 1971), pp. 28-31.

politically for intervention; (3) using university resources to intervene; and (4) establishing the means for intervention within the university

Gruberg,⁸⁵ who examined women in politics, discussed several areas of educational relevance. These were: (1) the young woman needs female models to make the image of opportunity real and justify the educational effort required; (2) the need for more heroines in fiction as well as in non-fiction; (The media needs to project the image of the heroine who is using herself to the fullest degree for some purposes). (3) during school years, girls should gain a many faceted conception of their self-worth. There should be a raising of their level of aspiration and a preparation for competition and leadership responsibilities. Both parents and teachers should refrain from saying: "You can't do that because you are a girl."⁸⁶

A symposium on American women in science and engineering concluded "The key difference between boys and girls lies in the kind and degree of independence training the child receives in childhood. If a girl is encouraged to assume initiative and to solve problems for herself, she tends to develop the same analytical abilities as the typical boy."⁸⁷

⁸⁵Grubers. Women in American Politics. p. 39.

⁸⁶Ibid.

⁸⁷Mattfield and Van Aken. Women and the Scientific Professions. p. 115.

To increase the proportion of women in the sciences, it is necessary to change the social climate surrounding the child. "A childhood model of the quiet 'good' sweet girl will not produce many women scientists or scholars, doctors or engineers."⁸⁸ The significance of unusual, curiosity-arousing early environmental experiences is quoted on the basis of the Alice Dement study.⁸⁹

Epstein⁹⁰ takes the position that the problems of poor women, the women of the under-privileged classes who work as they have always worked, are part and parcel of the general problem of poverty. These problems affect all women including the prosperous and the highly educated. Instead of using their education to deal with problems of the wide world (that outside the home) "those in whom society has invested most heavily - underperform, under-achieve and under-produce. We waste them and they waste themselves."⁹¹

A case for the liberal arts to become the means to the liberation of "women's lib" is proposed by Pelikan.⁹² The liberation arts proposed are: (1) historical remembrance;

⁸⁸Ibid., p. 118.

⁸⁹Ibid., p. 121.

⁹⁰Cynthia Fuchs Epstein. "Women V.S. Success." Psychology Today, IV(September, 1973), pp. 26-27.

⁹¹Ibid., p. 26.

⁹²Jaroslav Pelikan. "The Liberation Arts." Liberal Education, LIX (October, 1973), pp. 292-297.

(2) critical reflection; (3) moral resolve; and (4) thoughtful reverence ("A human being is one who prays,...").⁹³

Continuing education: Perhaps the most drastic changes in thinking and planning will be in the field of education, for women's foremost claim on society will be for educational opportunities geared to their multiple roles in modern society⁹⁴ The times demand a concept of education as a continuing process. This is especially important for women.

A philosophy which says that all learning is self-learning means that a genuine experience of continuing education must nourish self-awareness and a sense of responsibility for one's own learning. The problems of an adult entering a learning situation are found to be (1) a reversion to the expectations of the classroom at an earlier stage of life, (2) dependence upon an authoritarian figure who is a purveyor of knowledge and (3) feelings of inadequacy in undertaking the role of being the instrument of one's own learning.⁹⁵

Several articles in current literature about continuing education with emphasis on women were reviewed. Specific examples include the Quo Vadis School of Nursing in Ontario, Canada, which has leaves-of-absence and holiday periods that

⁹³Ibid., p. 297.

⁹⁴Ester Peterson. "Working Women." Daedalus, XCIII (Spring, 1964), p. 695.

⁹⁵Marian V. Royce. "The Continuing Education of Women." International Review of Education, XIX (1973), p. 87.

are flexible and enable a woman to adapt them to her family situation.⁹⁶ A program to train paraprofessionals in the field of human services was begun in 1966. This was called Women's Talent Corps. Its areas of emphasis for recruitment were the poverty areas of New York City. In 1969 the experiment became a two year, associate degree institution called the College for Human Services.⁹⁷ The Radcliffe Institute program gives fellowships to enable women to undertake independent research, provides counseling and supports research into the complex cultural and psychological factors that influence able women.

A unique institution⁹⁸ of higher learning, technically a college, called the "Village" operates as a "half-way house" between a woman's family and the future beyond it. The premise of the California school is: (1) recognize the individuality of the woman; (2) the mature woman's need to integrate her knowledge, skills, experiences, feelings, and aims; and (3) the value of a flexible individualized "relaxed learning" program.

Nordh⁹⁹ discusses the role of the community college in continuing education of women. Two key points of note are

⁹⁶Ibid., p. 83.

⁹⁷Ibid.

⁹⁸Leoffelbein. "Every Woman's Village." p. 44.

⁹⁹Deborah M Nordh. "The New Woman and the Now College." Community and Junior College Journal, XLIII (August-September, 1972), p. 15.

the provision of day-care centers often as part of the study curriculum and the make-up of the faculty which is 40 percent woman as compared to a 20 percent woman faculty ratio at four-year institutions.

A program at Kansas State University¹⁰⁰ awarded ten fellowships annually to women to pursue a master's degree program in Home Economics. The program was designed to prepare the recipients to become teachers in two-year colleges. As of the spring of 1972, 25 two-year fellowships and one one-year fellowship had been awarded by HEW. All participants had completed the master's degree before leaving.

¹⁰⁰Ruth Hoeflin. "They Signed their Name in Blood." Community and Junior College Journal, XLIII (August-September, 1972), pp. 16-17.

CHAPTER III

DEVELOPMENT OF THE STUDY

Collection of Data

Review of Literature: The Chester Fritz Library was the primary source used in gathering literature. The ERIC Center was used to gather information for this study. The libraries at Moorhead State College and North Dakota State University were also used. The City Directories were used at the Fargo Chamber of Commerce offices.

Identification of Sample: The 1950 Editions of Who's Who in North Dakota were reviewed and the names and addresses (if listed) of the women included were compiled. The names of women who had been recognized by the North Dakota Women's Coalition were secured from the programs printed for their recognition banquet in 1973 and 1974. From these two groups a master list evolved from which names and addresses were checked against names and addresses in current telephone directories.

The control group was then identified by use of the City Directories for the various cities of North Dakota. An attempt was made to randomly match the women by use of the criteria that is supplied therein as to age and marital status as well as geographical area. Those not living in the larger,

"class A" cities of North Dakota were listed as rural. Matches were made for the rural women from the county taxpayer lists that are included in the City Directories. Two hundred eighteen names and addresses were used.

Sampling Instrument: An opinion questionnaire (see Appendix A) was then developed to gather data about North Dakota women. The questionnaire was administered to fifteen women on a trial basis to determine clarity of questions asked and directions given. Several changes were made. The questionnaire, the Allport-Vernon-Lindzey Study of Values Test Booklet and a covering letter of explanation were mailed on February 3, 1975. By March 15, 1975 eighty-two questionnaires had been returned. It was determined after examination of each questionnaire and test booklet that sixty-eight were usable for statistical analysis. Of these sixty-eight, forty-three were from the experimental group (the recognized sample) and twenty-five were from the control group (the randomly selected sample). Questionnaires received after March 15, 1975 were examined for personal comments and significant biographic data but were not included in the statistical analysis. There were five of them.

Statistical Methology: The data from the sixty-eight questionnaires was tabulated and codified. The statistical analysis was done at the University of North Dakota computer center. The programs used were chi square and multiple regression analysis.

CHAPTER IV

FINDINGS

The purpose of this chapter is to present the descriptive and statistical findings of this study. The data is presented under four areas: (1) role; (2) vocation; (3) education; (4) selected personal, social and community characteristics.

Role

Introduction: "Most important in my life has been the freedom of life on the farm to raise my family." This respondent indicated that the "relearning" she did while getting a Master's degree and being in college with her children was an "important" educational experience. This respondent supported the Equal Rights Amendment and wrote, "I hope this ratification will cause our society to recognize the importance of the mother and homemaker in family life." The recognized woman quoted here had a certificate from a secretarial college and a B.S. and M.S. in Home Economics Education. She represents what is called the "traditionalist" in the experimental sample.

A "nontraditionalist" in the experimental sample said, "The most important thing in my life to date is the knowledge that living is a plastic and constantly changing state and that the role I choose at any particular time can be just as

plastic. It need not be determined by my sex nor does a choice at one time in my life need to be final." This respondent at age 30 returned to school to pursue a dentistry course. She indicated that her duties as mother and homemaker did not make full use of her abilities and potential.

In the control group a respondent said: "Being a homemaker and wife to a successful man and raising three daughters who are teachers is a goal that I am proud of." This respondent returned to college after her children were educated and taught for twelve years. She regards this teaching position as her most educationally important experience. Another respondent from the control group said, "The most important thing in my life has been my family." Perhaps the most succinct statement by a respondent was: "With the money situation the way it was and still is, I have always had to work outside the home, many times wishing I could be home with my children during the years they need me most but knowing the situation could not be, I have made up my mind that my family still comes first and my job second." A further statement by this respondent is very relevant. She said, "Many years ago I made up my mind that I will not be a woman who only learns the basic wife and mother role." Professionally this respondent works as an accountant, has been married 15 years, is 37 years old and has worked for 17½ years. She also states: "I have always been very independent. I have never been afraid to challenge any type of venture..."

For purposes of introduction these sample quotes serve

to indicate that within the experimental sample and within the control group, North Dakota women are working outside the home, tend to place heavy emphasis on the traditional wife-mother role, choose work in traditional "female" dominated fields and experience a certain amount of role anxiety. However, within both population groups there were a small number of "non-traditionalists", based on the professional field or occupation chosen. The data received from the sample groups through their response to a questionnaire will serve to document and further illustrate these statements.

Models: The question: "What person, other than yourself, made the most important contribution to your personal, educational and vocational development?" was the first part of a three part question. The second part asked: "What was your relationship to the person identified in question A?" The third part asked respondents to give the age and setting when this influence took place in their development.

Using a total sample of 71 (46 in the experimental group and 25 in the control group), it was found that 54 out of the 71, 78%, indicated that the model, the person who made the most important contribution to the respondent's personal, educational and vocational development, was in the family. For 10 out of 71, 14%, the school through its personnel was listed as most significant to the respondent's development. For the control group, the percentage was 8% and in the experimental group the percentage was 17%, a difference of 9%.

TABLE 1

Model Designation

Category	Experimental Group		Control Group	Combined Total
Relatives:	34	74%	20 - 80%	54 - 78%
Mother	8	17%	9 - 36%	17 - 24%
Father	8	17%	5 - 20%	13 - 18%
Both Parents	9	20%	1 - 4%	10 - 14%
Brother	1	4%	1 - 4%	2 - 3%
Sister	2	4%	1 - 4%	3 - 4%
Husband	5	11%	3 - 12%	8 - 1%
Other	1	2%	0 - 0	1 - 1%
Peer	3	7%	2 - 8%	5 - 7%
Teacher	8	17%	2 - 8%	10 - 14%
Church	2	4%	0 - 0	3 - 3%
Public	0	0	0 - 0	0 - 0
None	1	2%	1 - 4%	2 - 3%
N = 71	Total Experimental Group = 46		Total Control Group = 25	

Table 1 gives a detailed numerical description of the models indicated by the respondents.

Mother Model: About one-fourth or 24% of the combined groups listed their mother as the family member most important to their development. The percentage among the control group was 36% while 17% was the percentage for the experimental group, a difference of 19%.

TABLE 2

Mother Model

Control Group	9/25	36%
Experimental Group	8/46	17%
Combined Groups	17/71	24%

Table 2 lists the number and percentages of the three groupings

selecting mother as the model most significant to their development.

Double Parent Model: An examination of Table 3 will show that the respondents from the experimental group had a 16% higher designation (20% to 4%) in favor of the importance of the contributions of both parents to their personal, educational and vocational development than did the control group.

TABLE 3
Double Parent Model

Control Group	1/25	4%
Experimental Group	9/46	20%
Combined Group	10/71	14%

Sex Differences of Role Model: The dominance of the male-female role model was tested using the chi square method. The results were that there was no difference between the control group and the experimental group as to sex differentiation of role model by respondents in the study.

TABLE 4
Role Model
Male or Female?

Group	Female	Male
Control	13 - 52.0%	12 - 48.0%
Experimental	21 - 48.8%	22 - 51.2%
Totals	34 - 50.0%	34 - 50.0%
Chi Square	= 0.0	
Significance	= 1.0	
Contingency Coefficient	= 0.0	

Table 4 shows a Chi Square of 0.0 and a significance of 1.0.

Male Model: Nine out of 25, 36%, of the control group respondents indicated a male model to be most significant. While within the experimental group 14 of 46, 30%, of the respondents listed a male model within the family as being most influential in their development. In summary for about one-third of the respondents a male model was most important. Table 5 shows a total group percentage of 33%.

TABLE 5
Male Model Designation

Control Group	9/25	36%
Experimental Group	14/46	30%
Total Group	23/71	33%

The Male Influence: Since the literature and research reviewed in Chapter II referred repeatedly to the need for the male to re-evaluate the female role and its relationship to the male role, relationships that exist or grow out of various role accommodations, it is interesting to note the statistical as well as the informal testimonials to the male received via the questionnaire. The father: Eighteen percent of the respondents indicated that their father was the most significant model in their development. The husband was credited with being a model and for giving support by several respondents. Women from both groups volunteered information that credited their husbands with encouraging them to return to school, helping them pursue new ventures, encouraging them to

become active in activities outside the home and for helping them develop self-confidence. For example: a respondent of the control group said, "I believe the most important factor which influenced by life, has been my husband. He has been understanding, helpful, generous and encouraged me to further my education and attain specific goals." Another respondent said that her marriage to a successful man was most important in her life to date. Born in 1951, this woman said that her husband encourages her to get involved with things, "such as taking more college courses and competing in sports."

Within the recognized group a 41 year old physical therapist, employed for 8 years and married for 17 years, said, "My husband has been the stimulus for most adult development - on intellectual and psychological basis. His guidance has helped me formulate a more mature direction for my life,... Without his encouragement I would not have developed confidence in my own abilities..."

Also within the control group a respondent of a "non-traditional" field cites a "very strong motivation and drive have helped me overcome the effects of the rather patronizing attitude of my male colleagues." Another respondent, who is a role "innovator" as a deputy sheriff, has received much advanced work in the law enforcement field including specialized training as a breathalyzer (first and only female in the state of North Dakota as a breathalyzer operator) said that she is currently engaged in a wage discrimination dispute with

her county commission. The sheriff has given her the rank of lieutenant because of her tenure and supervisory capacity but "because of a built-in sex discrimination when it comes to wages the commissioners refuse to pay me even the wage of a starting male deputy."

In the college setting a respondent who has worked as an instructor-professor for 34 years said that she became determined not to become a "casualty" of the male dominated establishment in which she works. She said that she is doing whatever she can to change the system and would go to court, if necessary, for herself and for all women.

One can conclude from these descriptive samples that males tend to be helpful and supportive at home but often not so helpful and supportive of the female in her out-of-home roles.

In summary, as the data of Table 5 on page 47 indicates there is no difference indicated between the control group and the experimental group in the sex differentiation among the role models cited by the respondents in this study.

Female Activists Models: The question: "Were you or was any member of your family preceding you or succeeding you actively involved in women's movements such as women's suffrage or WCTU?" was responded to by members of both the control group and the experimental group. The experimental group had significantly more activist models within the family than did the control group.

The 29.9% difference shown in Table 6 in favor of the

experimental group was significant at the .05 level of confidence.

TABLE 6
Activists Models

Group	Yes	No
Control	3 - 12.0%	22 - 88.0%
Experimental	18 - 41.9%	25 - 58.0%
Totals	21 - 30.9%	47 - 69.1%
Chi Square = 5.27894		
Significance = 0.0216		
Contingency Coefficient = 0.26840		

The comments of the respondents make an interesting account and tended to support the modeling effect of an active family member on the subsequent involvements of females.

The control group was represented by 3 positive responses. One respondent said that her mother-in-law was president of the North Dakota WCTU for several years and credits her mother-in-law with great influence on her life. The second control group member said that her mother had been in WCTU. The third person said that her two daughters and son are currently active in support of the Equal Rights Amendment.

Among the recognized group sample, respondents shared recall experiences such as co-sponsoring the first bill in the North Dakota Legislature for equal rights. "It didn't pass but we were joked with a lot about it."

In the area of women's suffrage, one woman said, "I

have the memory of my mother dressed in white (as were the other women in the small group) marching in behalf of 'votes for women' before the 1919 passage of the Amendment."

Another respondent said that she was hired as a woman's suffrage organizer - just previous to ratification of the nineteenth amendment. Another respondent's mother became active in the women's suffrage movement having first voted in Idaho.

The WCTU provided an important vehicle for women. One respondent said "My maternal grandmother (a college graduate who received a teaching certificate with 'too young to teach' written across it) wrote poetry and articles for the WCTU and debated in a state convention. Another respondent wrote, "My mother was an active music teacher, participant in study clubs and church work: taught piano - no affiliation with active feminist movements, but encouraged women to use abilities, wherever, whenever, etc..." Another respondent who is currently using her ability as a research scientist cited a grandmother in WCTU and a daughter currently involved in counseling of women's groups. Other respondents also cited family member involvement in the woman suffrage movement, the WCTU and politics. For example, "My mother believed in equal rights for women and was strongly in favor of temperance. I joined the WCTU when I was quite young even though the local group was made up largely of older women. My daughter is strongly in favor of ERA." This respondent, age 75, remembers her mother working in WCTU and being asked to do lecture work for the WCTU,

but after some consideration decided it would take her too far from her family and refused. She said, "I'm still a believer in the WCTU."

Employment of Mother: Participants were asked to indicate the vocation of their parents. If respondents listed a career other than housewife or homemaker for their mother this was considered to be outside employment and was so evaluated. There was no significant difference in these two sample groups in the outside employment of the mothers of the respondents.

TABLE 7
Employment of Mother

Group	Yes	No
Control	9 - 36.0%	16 - 64.0%
Experimental	13 - 30.2%	30 - 69.8%
Totals	22 - 32.4%	46 - 67.8%
Chi Square	= 0.04900	
Significance	= 0.8248	
Contingency Coefficient	= 0.02684	

As Table 7 indicates by a difference of 36% to 30.2%, 5.8% more of the mothers in the Control group than mothers in the experimental group worked outside the home.

Vocation

Years Employment: The respondents of the experimental group had a significantly higher employment rate. As measured by multiple regression, the computed t value of 4.97 was significant at the .01 level. The average years of employment for the control group was 11.64 while the mean for the experimental

group was 30.65 years. This relationship is shown in Table 8.

TABLE 8

Average Number of Years Employment

Group	Means	Computed t. Value	Level Significance
Control	11.64	4.97	.01
Experimental	30.65		

Typical Employment: In the questionnaire respondents were asked to list their most usual type of employment. From this response a judgment was made whether this employment was traditional, a field usually pursued by women or non-traditional, a field largely dominated by men. This was evaluated statistically by use of Chi Square. A significant difference was found. The experimental group had more women who worked in non-traditional female jobs. Table 9 lists the numbers within each group who were employed in a traditional and in a

TABLE 9

Type of Employment

Group	Traditional	Non-traditional
Control	23 - 92.0%	2 - 8.0%
Experimental	26 - 60.5%	17 - 39.5%
Totals	49 - 72.1%	19 - 27.9%
Chi Square = 6.32		
Significance = 0.01		
Contingency Coefficient = 0.29		

non-traditional employment field and the statistical relationship between them.

Actual Job: Employment as to traditional, typical female fields, and non-traditional fields, those usually dominated by males, differed significantly. The experimental group had over half or 51.2% of its respondents indicating that they had worked in or currently were employed in non-traditional female fields of employment. Table 10 shows that a highly significant difference did exist between the control group and the experimental group in the type of work actually pursued.

TABLE 10

Job "Type" During Employment

Group	Traditional	Non-traditional
Control	25 - 100.0%	0 - 0%
Experimental	21 - 48.8%	22 - 51.2%
Totals	46 - 67.6%	22 - 32.4%
Chi Square = 16.64252		
Significance = 0.00000		
Contingency Coefficient = 0.44342		

Career Choices: Part III of the questionnaire asked study participants to list tentative career choices considered during their development period. These choices listed were evaluated and categorized as to traditional and non-traditional. As Table 11 illustrates, statistical evaluation found significant difference between the career choices considered by the control group and the career choices considered by the experimental group.

TABLE 11

Career Choices

Group	Traditional	Non-traditional
Control	21 - 84.0%	4 - 16.0%
Experimental	24 - 55.8%	19 - 44.2%
Totals	45 - 66.2%	23 - 33.8%
Chi Square = 4.42		
Significance = 0.035		
Contingency Coefficient = 0.25		

Motivation: One respondent said, "...rather by accident I got into municipal league work." "Nursing: witnessed a car accident, helpless feeling precipitated interest in emergency service." "After working as a clerk-telephone operator - I knew I wanted a college education." "I always assumed I would be a teacher. I'm sure I was following my mother's expectations." "My mother had wanted to be a doctor and when she knew I was interested in becoming one, gave me every encouragement and my parents financed my medical education." These statements were examples of motivation influencing experiences recalled by the respondents. Several said that because of World War I or the depression family economic situations prevented further education. These statements are representative of the responses to the question: What motivation, people or events influenced the vocations listed under actual work pursued?

In the review of literature the Ginzberg study researched career development and found the ladder approach which had been

typical for men was inappropriate for women. The respondents in this study tended to suggest that there were many variables which influenced the career patterns of women. Some examples cited by the women in this study were:

- (1) I did social work when I could not secure a teaching position after moving.
- (2) I did accounting work in my husband's office because he needed help.
- (3) Went back to teaching to help two daughters go to college.
- (4) I enjoyed laboratory work and after my children were grown I wanted an advanced degree.
- (5) After working as a secretary-bookkeeper for 5 years, I married and raised 3 children. Then 20 years ago I went back to work as an office manager and a credit manager of a retail department store from where I was recruited as a deputy sheriff.
- (6) The depression made me feel privileged to have a job; being able to produce; liking and respecting my employers every place I worked. This respondent spent 50 years in the business world, and became general manager and owner of her own company.
- (7) My willingness to work hard and never to give up my goal in life even though sometimes it seemed impossible.
- (8) Decided I could not be a teacher - helped my

father with bookkeeping and learned the banking business from the ground up.

- (9) Being available and interested in advances as the opportunities presented themselves, I believe that anything worth doing is worth doing well.
- (10) Scarcity of people to do the work required.
- (11) My education prepared me to teach and direct plays and I liked both so I never considered any other career.

Summary: The women of these two samples were working outside the home. The women of the recognized group had averaged 30.65 years of employment while the women of the control group had averaged 11.64 years of employment. Only one woman of the control group and two of the recognized group indicated no work or employment outside the home.

While a majority of the women said that their mothers were homemakers or housewives, thirteen of the recognized group and seven of the control group said that their mothers had been employed.

North Dakota women are being employed outside the home and the national statistics quoted in the review of literature are supported by the employment data supplied by the respondents in this study.

Education

Education experience: Through the questionnaire the women were asked what educational experience (in or out of the school

setting) do you recall as being the most important in your life? The age and circumstances under which this occurred were also asked. The respondents cite a variety of experiences and a wide age range.

Among the typical and the atypical experiences recalled by the recognized group were the following:

- (1) Actual work experience,
- (2) Raising a family,
- (3) Military experience,
- (4) Reading,
- (5) Studying with master art teacher,
- (6) Nurses training,
- (7) Internship in medicine, first few months of dentistry school,
- (8) Being a high school principal for 9 years.
- (9) Community activities such as school reorganization boards, 4-H, Farmers Union youth work and church work,
- (10) Being a sorority member,
- (11) Spanish, Latin, music study in high school,
- (12) Study of philosophy of life,
- (13) At age 15 as a beginning student, a Latin professor (lady) "coerced me to major in Latin which I have always regretted" but she also interested me in the "theatre which has been my great love."

The educational experiences recalled by the control group included the following descriptions:

- (1) Admitted to stealing from mother's purse,
- (2) Constant relationships possible in small school,
- (3) Getting college degree after husband's death,
- (4) Teaching, practice teaching, being offered principal's job,
- (5) F.H.A. involvement in high school,
- (6) Psychology course in college, philosophy class,
- (7) Swimming course at age 42,
- (8) Birth of a retarded child,
- (9) Human relations laboratory with large number of black participants,
- (10) Living in a home for unwed mothers and birth of an out-of-wedlock child,
- (11) Learning to run a posting machine on the job,
- (12) Summer school in Mexico,
- (13) Training as an assistant to a buyer in a department store,
- (14) Chose a people oriented vocation rather than laboratory work,
- (15) Since I was a good student, my father said, "you are going to teach."

Years of Education: While there were 5 respondents from the experimental group who had ten years or less of education, there were no respondents from the control group with less than twelve years of education.

As shown in Table 12, the average educational grade achieved by the control group was 14.72 years and by the recog-

nized group 15.70 years; a difference of 1.18 years.

TABLE 12
Average Years of Education

Group	Mean	S.D.
Control	14.72	1.860
Experimental	15.70	3.556
Difference	+1.18	

Among the control group 16% of the respondents had 17 years of education while among the experimental group 32.5% had 17 or more years of education. While the average educational difference was only 1.18 years, the experimental group had nearly one-third of the respondents with advanced degrees. Group comparison of years of education is shown in Table 13.

TABLE 13
Group Comparison of Years of Education

	8 yrs.	10	12	13	14	15	16	17	18	19
Control	0	0	5	3	3	1	8	4	0	0
Experimental	3	2	2	6	0	3	8	4	5	5
Totals	3	2	7	9	3	4	16	8	5	5

Type of College Attended: The data supplied by the respondents indicated that over half, or 51.5%, of the combined groups had attended public institutions of higher education. Among both groups 14.7% had attended both public and private colleges or

universities. A larger percentage (20% to 11.6%) of the control group had attended a private institution, as Table 14 illustrates.

TABLE 14
Type of College Attended

Group	No College	Private	Public	Both
Control	5 - 20.0%	5 - 20.0%	12 - 48.0%	2 - 8.0%
Experimental	7 - 16.3%	5 - 11.6%	23 - 53.5%	8 - 18.6%
Totals	12 - 17.6%	10 - 14.7%	35 - 51.5%	10 - 14.7%
Chi Square = 0.90				
Significance = 0.42				
Contingency Coefficient = 0.23				

Honors: The descriptive data portion of the questionnaire which dealt with education included a section which requested study participants to list "special awards" received during their education career. A larger percentage of experimental group respondents had received honors, 39.5%-36%, but the difference was not significant.

TABLE 15
Honors

Group	No Honors	Received Honors
Control	64.00%	36.00%
Experimental	60.42%	39.53%

Enriching Experiences: The premise that the selection of non-traditional roles is based on unusual or enriching early

experiences received some support from the written comments of respondents in the experimental sample. For example, "one respondent said that being placed on debating teams in high school led to the ability to speak in public. This carried over into most phases of employment and political activities. Another respondent said, both parents had more education than those around them and the family's moves made it possible for her to live in both cultured and pioneer communities. This was cited as important to her personal development and enabled her to make a living for 41 years as a newspaper woman. Another respondent, now 92 years old, who had practiced medicine for 69 years said that a "love of reading and variety of reading material" were important to her and led her to an interest in science at the University of Wisconsin and then into medicine.

"We did our work first and quickly (yet well) as we could play long and hard. We were taught to be self-supporting..." These were statements made by a woman who had served as a high school teacher and administrator before spending 25 years in the banking business. Born in 1905 this respondent listed participation in competitive activities, bridge, tennis, bowling and golf.

In describing her home life, one respondent recalled that cultural activities were encouraged and many times a ticket was shared, in "turns." Another said that music was important to her.

A member of the control group stated that a small North Dakota town in the years 1905 to 1920 was an ideal set-

ting for the development of a wholesome approach to life. "I had a few advantages of travel to larger places for concerts and plays that the average children did not have." This respondent's father was a banker. She received a B.A. degree cum Laude in mathematics from a private North Dakota College.

Continuing Education: The following quotes suggest that North Dakota women have been continuing their education:

"Times were hard and World War I prevented me from going on to more school. But there was always plenty of good books and magazines to read. These I made good use of."

"The fact that I've never stopped learning or seeking to learn in order to perform with more complete understanding my phase of nursing."

"Constant reading, studying and keeping informed on state, local, national and international affairs. Membership in art at all these levels."

"A drive to be competent and successful has been strong in me as long as I can remember." "I was brought up to value excellence in whatever was made or done."

"I have been able to take advantage of opportunities as they were presented."

Attending plays all over the world and Summer Schools at London University were listed by one respondent as the most important educational experience in her life. These she did between the age of 45 years and 76 years.

"My greatest competition is myself. I always want to

do better."

Selected Personal, Social and Community

Characteristics

Age: The average age (65.35) of the experimental group was significantly higher than the average age (48.12) of the control group.

TABLE 16

Age

Group	Mean	S.D.	t
Control Group	48.120	14.695	4.62086
Experimental Group	65.349	14.898	
Difference	17.22868		
F. Value	21.35237		

The age range of the control group was 23 years to 76 years. The age range of the experimental group was from 22 years to 92 years.

Place of Birth: Among the control group respondents 76% were born in North Dakota. Of the experimental group 55.8% were born in North Dakota.

Marital Status: The experimental group differed significantly from the control group, 32.6% were unmarried as compared to 4% unmarried in the control group. Among both groups only 3 women, 4.4%, had been married more than once.

TABLE 17
Marital Status

Group	Unmarried	Married (1)	Married (2)
Control	1 - 4.0%	22 - 96.0%	2 - 8.0%
Experimental	13 - 32.6%	29 - 76.4%	1 - 2.3%
Totals	14 - 20.6%	51 - 75.0%	3 - 4.4%
Chi Square = 7.33			
Significance = 0.03			
Contingency Coefficient = 0.31			

In Table 18 the average years of marriage per group is indicated. Both groups were very close, 21.32 years for the control group and 22.05 years for the experimental group.

TABLE 18
Years of Marriage

Group	Mean	S.D.
Control	21.32	12.71
Experimental	22.05	18.92

As the data in Tables 17 and 18 indicate the women in this study who have been married tended to remain married with only 4.4% in a second marriage.

Size of Community During Childhood: Participants in this study were asked to indicate the size of the community that they lived in while growing up. The choices listed (and their statistical designation) on the questionnaire were: 0. rural, 1. small town, 2. 1,000 to 15,000, 3. 15,000 to 100,000

4. over 100,000.

The control group is more rural, 52%, in origin than the experimental group which had 27.9% of the respondents growing up in a rural setting. Within the experimental group 18.6% grew up in cities of over 15,000 population as compared to 4% of the control group. Table 19 gives the numerical summary of the origin of both groups by population categories.

TABLE 19

Size of Community During Childhood

Group	0. Rural	1. Small Town	2. 1,000-15,000	3. City	4. Metropolitan
Control	13-52.0%	6-24.0%	5-20.0%	1-4.0%	0
Experimental	12-27.9%	11-25.6%	12-27.9%	4-9.3%	4-9.3%
Totals	25-36.8%	17-25.0%	17-25.0%	5-7.4%	4-5.9%
Chi Square = 5.83724					
Significance = 0.2116					
Contingency Coefficient = 0.28117					

Political Rating: Using a brief check list participants were asked to indicate their position on economic and social issues. These were given the following points for statistical comparisons: 1 for radical, 2 for liberal, 3 for conservative, 4 for ultra-conservative.

The data in Table 20 indicates only a slight difference between the control group and the experimental group. The difference found was a slightly more liberal rating among the control group. However, using the combined totals, 58.8% of the North Dakota women in this sample tended toward conservatism

on economic and social issues.

TABLE 20
Rating on Socio-Economic Issues

Group	1. Radi- cal	2. Liberal	3. Conser- vative	4. Ultra-con- servative
Control	0	11-44.0%	14-56.0%	0
Experimental	0	17-39.5%	24-55.8%	2-4.7%
Totals	0	28-41.2%	38-55.9%	2-2.9%
Chi Square = 1.23943				
Significance = 0.5381				
Contingency Coefficient = 0.13379				

In the political area several respondents ran for and served on school boards and in the state legislature. Others indicated that they had run but not been elected. The politically active of the sample groups were few in number, perhaps six. However, there was little reluctance to commit themselves to a political party. Among the control group there were fourteen who checked that they were Republican. There were eight who checked Democrat, one independent and one who indicated no party preference. In the recognized group there were 25 who indicated their party preference was Republican, seven Democrat, six independent and one who did not state a political party preference.

Equal Rights Amendment: Among the combined totals 73.5% of the respondents favored the Equal Rights Amendment. While there was no significant difference between the control group and the experimental group, 8.7% more of the respondents from

the experimental group were in favor of the Equal Rights Amendment.

A woman who became a government administrator reacted to the "ridiculous fears and arguments about ERA." She said, "I have realized anew that I was brought up in a family in which women were expected to accept responsibilities and to make the most of intellectual and whatever other abilities they possessed." Table 21 presents a breakdown of the numbers for and against the Equal Rights Amendment by group.

TABLE 21
Equal Rights Amendment

Group	For	Against
Control	17 - 68.0%	8 - 32.0%
Experimental	33 - 76.7%	10 - 23.3%
Totals	50 - 73.5%	18 - 26.5%
Chi Square = 0.25302		
Significance = 0.6150		
Contingency Coefficient = 0.06089		

Competitive Activities: Participants in this study were asked to indicate if they took part in any competitive activities and if so what activities. The results were that about two-thirds of both groups did not participate in competitive activities but 35.3%, or a little over one-third, did compete in competitive activities.

As Table 22 indicates, there was no significant difference between the two groups. More women in the experimental

group, 5.21%, indicated participation in competitive activities.

TABLE 22
Competitive Activities

Group	Yes	No
Control	8 - 32.00%	17 - 68.00%
Experimental	16 - 37.21%	27 - 62.79%
Totals	24 - 35.30%	44 - 64.70%
Chi Square = 0.02899		
Significance = 0.8648		
Contingency Coefficient = 0.8648		

Allport-Vernon-Lindsey Study of Values: The six areas of values included in this instrument were based on Spranger's types. These were titled: Theoretical, Economic, Aesthetic, Social, Political and Religious. These are values which are related to academic and vocational choices.¹ Two recent studies, one by Hall and MacKinnon in 1969 and one by Helson and Cruchfield in 1970, found the Study of Values significantly related to creative performance among adults in the "real world."² Of interest to this study is the premise that a high Theoretical-Economic-Political profile is "masculine" and a high Aesthetic-Social-Religious profile is "feminine."³ One,

¹William C. Cottle. Interest and Personality Inventories. (Houghton Mifflin Company, Boston, 1968), p. 46.

²Oscar Krisen Buros, Ed. The Seventy Mental Measurements Yearbook, Vol. I., (Gryphon Press, Highland Park, N. J., 1972), p. 356.

³Ibid.

reviewer, Robert Helson, suggested that the test was distinctly middle class and was suited for use with groups who have had some college.⁴ A reviewer said that it was considered an intelligent test to be given to intelligent people.⁵

While the test scores are ipsative and the interests of a subject are interpreted intra-individually, inter-individual comparisons are facilitated by scaling the scores so that the "average" individual has a constant score (40) on each value. Research related to conservatism, defined as low belief in change, found conservative Protestants and Catholics to have high religious and low aesthetic values while non-conservative Protestants have high theoretical and low economic values.⁶ One researcher who used the Study of Values on a 20 year interval study found that the most significant of all change occurred in religious values. Both men and women scored about 5 points higher in their middle years than they had as young men and women.⁷ For women most of the downward shift occurred in aesthetic values.

With this review as background the question considered was, what were the characteristics of the North Dakota women

⁴Ibid., p. 355.

⁵Buros, p. 202.

⁶Oscar Krisen Buros, Ed. The Sixth Mental Measurements Yearbook, Vol. 1, (Gryphon Press, Highland Park, N. J., 1965), p. 386.

⁷Oscar Krisen Buros. The Fifth Mental Measurements Yearbook, Vol. 1, (Gryphon Press, Highland Park, N. J., 1959), p. 114.

in this sample as measured by the Allport-Vernon-Lindzey Study of Values?

Results: The statistical evaluation of respondents' scores on the Allport-Vernon-Lindzey Study of Values revealed one area where there was significant difference between the control group and the experimental group. The mean theoretical score differed significantly at the .01 level. The mean score for the control group was 33.84; a difference of 4.58.

TABLE 23
Study of Values Mean Scores

Value Area	Control	Experimental	Computed t value
Theoretical	33.84	38.42	* 2.85
Economic	39.56	38.95	- 0.30
Aesthetic	41.96	42.16	0.11
Social	42.64	39.37	- 1.51
Political	38.24	39.05	0.47
Religious	43.68	42.21	- 0.66

* Significant at .01 Level

The difference between the control and experimental groups of 3.27 in favor of the control group was not significant. However, the computed t value of -1.51 was approaching significance.

Using the average score of 40 as established by the norms used in the standardization of the test it was found that the religious and aesthetic values the control and experimental groups were both at or above the average for women.

Both groups also tended to be near the average female profile in the political and social values. Both control and experimental groups of this study, with scores of 39.56 and 38.95, tended to be slightly above the average female profile of 37 in the economic value.

In summary, the conclusion could be made that members of the experimental group in this study were significantly different from the control group in the theoretical value. The theoretical value is characterized by a dominant interest in the discovery of truth. A person who rates high in this category seeks to observe and to reason. This person also aims for order and systematization of personal knowledge. The test authors used these statements to describe a person with quite a high theoretical score.

In the values of economic, aesthetic, social, political and religious, the women of this study tended to be quite similar to each other and also to be quite similar to the female norms established by the authors of the test.

Range: Focusing on the diversity of individuals instead of the average means of two groups it can be seen in Table 24 that the ranges of scores was from 17 - 57 on religious and 23 - 57 on economic, 33 - 61 on social and 27 - 65 on aesthetic.

TABLE 24

Range of Scores

Low to High Scores by Groups

Values	Control	Experimental
Theoretical	25 - 44	26 - 55
Economic	23 - 57	20 - 54
Aesthetic	28 - 52	27 - 65
Social	33 - 61	22 - 56
Political	28 - 50	28 - 52
Religious	27 - 56	17 - 57

Using the age and religious value data from the two groups in this study, it can be concluded that the age of the experimental group, which was significantly higher than the control group, did not correlate with a high religious value score. In fact, the opposite was true. The control group which was younger had a higher religious value score.

Androgynous Word Scale Results: Respondents were asked to rate themselves on twenty terms using a scale of 1-4. These were converted to a scale of 2-5 and analyzed by use of the chi square for purposes of determining words that were of significant difference between the experimental group and the control group. The two items that were significantly different at the .01 level were self-reliance and independence. The experimental group rated itself as more independent and more self-reliant than the control group.

Some areas of similarity were:

1. Combining the experimental and the control group, 54.7%

rated themselves at the low end (2.00) of the scale on aggressive,

2. Three-fourths, 75%, of both groups rated themselves at the 2.00 level on dependent,
3. On the competitive characteristic, 53.2% rated themselves at 2.00 on the scale and, similarly, 56.7% of both groups rated athletic at 2.00,
4. On the dominant characteristic, 51.7% of both groups rated rated themselves low, 2.00.

Summary: Over half of the respondents in the combined groups rated themselves at the low end of the rating scale on the personal characteristics of aggressive, dependent, competitive, athletic and dominant. The experimental group rated significantly higher on self-reliance and independence.

The tables which follow, 25-44, illustrate the items of significant difference and the items of similarity. Table 45 is a summary table of all twenty items used in the questionnaire.

TABLE 25
Aggressive

Group	#2.00	#3.00	#4.00	#5.00
Control	12	3	3	5
Experimental	23	9	4	5
Totals	35	12	7	10
Chi Square = 1.66956				
Significance = 0.6437				
Contingency Coefficient = 0.15945				

TABLE 26

Gentle

Group	#2.00	#3.00	#4.00	#5.00
Control	2	10	2	11
Experimental	5	14	8	16
Totals	7	24	10	27
Chi Square = 1.84272				
Significance = 0.6057				
Contingency Coefficient = 0.16243				

TABLE 27

Loving

Group	#2.00	#3.00	#4.00	#5.00
Control	1	2	13	9
Experimental	3	10	12	18
Totals	4	12	25	27
Chi Square = 4.95588				
Significance = 0.1751				
Contingency Coefficient = 0.26063				

TABLE 28

Ambitious

Group	#2.00	#3.00	#4.00	#5.00
Control	6	8	4	7
Experimental	8	6	16	13
Totals	14	14	20	20
Chi Square = 5.16890				
Significance = 0.1598				
Contingency Coefficient = 0.26579				

TABLE 29
Assertive

Group	#2.00	#3.00	#4.00	#5.00
Control	14	4	2	5
Experimental	15	10	10	6
Totals	29	14	12	11
Chi Square = 4.41057				
Significance = 0.2204				
Contingency Coefficient = 0.25028				

TABLE 30
Affectionate

Group	#2.00	#3.00	#4.00	#5.00
Control	5	7	5	8
Experimental	9	15	7	12
Totals	14	22	12	20
Chi Square = 0.45227				
Significance = 0.9292				
Contingency Coefficient = 0.08128				

TABLE 31
Independent

Group	#2.00	#3.00	#4.00	#5.00
Control	5	8	5	7
Experimental	0	3	19	21
Totals	5	11	24	28
Chi Square = 19.00644				
Significance = 0.0003				
Contingency Coefficient = 0.46738				

TABLE 32

Tender

Group	#2.00	#3.00	#4.00	#5.00
Control	9	8	1	7
Experimental	13	15	2	9
Totals	22	23	3	16
Chi Square = 0.39756				
Significance = 0.9407				
Contingency Coefficient = 0.07857				

TABLE 33

Self-Reliant

Group	#2.00	#3.00	#4.00	#5.00
Control	4	6	3	12
Experimental	0	6	16	20
Totals	4	12	19	32
Chi Square = 11.30940				
Significance = 0.0102				
Contingency Coefficient = 0.38003				

TABLE 34

Understanding

Group	#2.00	#3.00	#4.00	#5.00
Control	2	5	7	11
Experimental	0	10	15	18
Totals	2	15	22	29
Chi Square = 3.76447				
Significance = 0.2880				
Contingency Coefficient = 0.22903				

TABLE 35

Take a Stand

Group	#2.00	#3.00	#4.00	#5.00
Control	9	5	4	7
Experimental	6	9	14	13
Totals	15	14	18	20
Chi Square = 5.11423				
Significance = 0.1636				
Contingency Coefficient = 0.26631				

TABLE 36

Dependent

Group	#2.00	#3.00	#4.00	#5.00
Control	17	3	2	3
Experimental	31	1	1	6
Totals	48	4	3	9
Chi Square = 3.52273				
Significance = 0.3178				
Contingency Coefficient = 0.22841				

TABLE 37

Forceful

Group	#2.00	#3.00	#4.00	#5.00
Control	5	7	5	8
Experimental	4	10	11	17
Totals	9	17	16	25
Chi Square = 1.94212				
Significance = 0.5845				
Contingency Coefficient = 0.16784				

TABLE 38

Sensitive to Others

Group	#2.00	#3.00	#4.00	#5.00
Control	5	7	5	8
Experimental	4	10	11	17
Totals	9	17	16	25
Chi Square = 1.94212				
Significance = 0.5845				
Contingency Coefficient = 0.16784				

TABLE 39

Competitive

Group	#2.00	#3.00	#4.00	#5.00
Control	15	3	0	6
Experimental	18	5	7	8
Totals	33	8	7	14
Chi Square = 5.16020				
Significance = 0.1604				
Contingency Coefficient = 0.27719				

TABLE 40

Athletic

Group	#2.00	#3.00	#4.00	#5.00
Control	17	1	3	3
Experimental	17	7	7	5
Totals	34	8	10	8
Chi Square = 4.37500				
Significance = 0.2237				
Contingency Coefficient = 0.26069				

TABLE 41

Loyal

Group	#2.00	#3.00	#4.00	#5.00
Control	1	3	9	12
Experimental	0	5	19	19
Totals	1	8	28	31
Chi Square = 2.02958				
Significance = 0.5663				
Contingency Coefficient = 0.17024				

TABLE 42

Compassionate

Group	#2.00	#3.00	#4.00	#5.00
Control	1	6	8	10
Experimental	6	3	16	17
Totals	7	9	24	27
Chi Square = 5.6559				
Significance = 0.1671				
Contingency Coefficient = 0.26513				

TABLE 43

Warm

Group	#2.00	#3.00	#4.00	#5.00
Control	3	7	6	8
Experimental	5	8	13	14
Totals	8	15	19	22
Chi Square = 0.83411				
Significance = 0.83413				
Contingency Coefficient = 0.11343				

TABLE 44

Dominant

Group	#2.00	#3.00	#4.00	#5.00
Control	16	4	2	2
Experimental	15	13	5	3
Totals	31	17	7	5
Chi Square = 4.4445				
Significance = 0.2567				
Contingency Coefficient = 0.25130				

TABLE 45

Personal Descriptions

Summary

Item	Chi Square	Contingency Coefficient	Significance
Aggressive	1.66956	0.15945	0.6437
Gentle	1.84272	0.16143	0.6057
Loving	4.95588	0.26063	0.1751
Ambitious	5.16890	0.26579	0.1598
Assertive	4.41057	0.25028	0.2204
Affectionate	0.45227	0.08128	0.9292
Independent	19.00644	0.46738	*0.0003
Tender	0.39756	0.07857	0.9407
Self-reliant	11.30940	0.38003	*0.0102
Understanding	3.76447	0.22903	0.2880
Take a Stand	5.11423	0.26631	0.1636
Dependent	3.52273	0.22841	0.3178
Forceful	2.31199	0.18672	0.5102
Sensitive to Others	1.94212	0.16784	0.5845
Competitive	5.16026	0.27719	0.1604
Athletic	4.37500	0.26069	0.2237
Loyal	2.02958	0.17024	0.5663
Compassionate	5.06559	0.26513	0.1671
Warm	0.83411	0.11343	0.8413
Dominant	4.04445	0.25130	0.2567

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The descriptive and statistical data of this study revealed data that was statistically significant.

Hypothesis #1: The assumption that there were models which the individuals in the sample were able to recall who had served as examples and role influentials was supported. Both the women of the control group and the women of the experimental group were able to designate someone who had made an important impact on their life. For 78% of the combined groups the role model was in the family. The sex difference of the role model was found to be non-significant on the basis of the responses by the participants in this study.

For the female activist model within the family there was a significant difference between the control group and the recognized group at the .05 level. The members of the experimental group had more female family members who had been involved in women's movements.

Hypothesis #2: There were educational and avocational-vocational characteristics which were common to the experimental group but significantly different from the control group. Having combined these areas in the second hypothesis this summary will also combine these areas.

The women of the experimental group were significantly older than the women of the control group and they had worked considerably longer. The mean for years of employment was 30.65 for the experimental group and 11.64 for the control group. As measured by multiple regression these were both significant at the .01 level. A third significant characteristic, perhaps related also to age and employment, was marital status. Among the experimental group 32.6% were unmarried while only 4% of the control group were unmarried.

The type of employment or vocation pursued was also significantly different between the experimental and the control groups. The experimental group had more women who worked in non-traditional female jobs. The difference of 39.5% to 8.8% was significant at the .01 level.

In the area of career choices, careers considered throughout development, the members of the experimental group had given more consideration to non-traditional female fields than had the members of the control group.

The data considered in this study tended to negate differences in education between the two groups. There were no significant differences in years of education, type of college attended or honors received while in college. Women of the experimental sample were more apt to have advanced degrees.

While there were some interesting individual statements about enriching and competitive experiences there were no statistically significant differences between the control

group and the experimental group in these areas. There were also no measured significant differences between the two groups in their political affiliations, their self-rating on socio-economics or their support of the Equal Rights Amendment.

Members of the control group tended to be more rural in origin, 52%, than the respondents of the experimental group of whom 27.9% had grown up in a rural setting.

Hypothesis #3: There were value patterns which were common to most women in the experimental sample but these value patterns were significantly different from the value patterns of members of the control sample.

Two approaches were used to measure differences that might exist in the value orientation of members of the two groups in this study. One was the use of a standardized, commercial values test, The Allport-Vernon-Lindzey Study of Values. The second was a rating scale of 20 terms which tend to have either a male or a female cultural set. This was identified as the Androgynous Word Scale.

The Study of Values instrument found only one of the six values to have significant difference between the two groups. This was the theoretical value. In this value the experimental group differed significantly at the .01 level from the control group. The mean score for the experimental group was 38.42 and the mean score for the control group was 33.84. In the other value areas, economic, aesthetic, social, political and religious the differences that did exist were

not large enough to be significant.

The androgynous rating scale analysis found the mean rating of scores on two words, self-reliance and independence to be significantly different at the .01 level. The respondents of the experimental group rated themselves as more independent and more self-reliant than did members of the control group.

Of some interest is the low rating given by both groups to the words: aggressive, dependent, competitive, athletic and dominant.

In general there were some significant differences between the two groups but there were more similarities than differences. The experimental group was more theoretically oriented, more independent and more self-reliant as measured by the data secured through these two instruments.

Conclusion: Women in North Dakota who have been recognized tend to be older, to be or have been employed, to be unmarried, to have worked in a non-traditional female job, to view life from a theoretical set and to be more independent and self-reliant. These women, like the women of the control group, indicated that there were models that they considered to be significant in their development. For three-fourths of these women that model was in the home and that model was usually either mother, father, or both. The women of the experimental group were more likely to have grown up in a family setting where an activist female model existed.

Recommendations

Introduction: The data from this study supports the increasing employment of women outside of the home. This means that a process of preparation for a life of multiple roles by women; student, housewife, mother, citizen and career woman, should become a goal of the educational process. To accomplish this goal the educational process needs to refocus on the family as the primary educational institution. The data would also appear to support the position taken by women activists that institutions need to have women in positions of leadership and authority who could serve as role models for girls in their developmental years. However, since much of the developmental process has preceded a child's entry to educational institutions, cultural sets which permeate the home and the neighborhood became established before a child enters elementary school. Therefore, educators and parents need to be sensitized to the process stated by Luce:¹ the roles portrayed by the adults in a child's life will be the primary materials from which he or she will gather information upon which decisions will be made concerning her own role.

Rossi's² contention that the present day socialization of young girls as a process of identification and fusion of the two parent models is also supported by the data given by the

¹Clare Boothe Luce. "Women: A Technological Castaway." Saturday Evening Post. (January-February, 1974), p. 21.

²Alice S. Rossi. "Equality Between the Sexes: An Immodist Proposal," Daedalus, XCIII (Spring, 1904), p. 642.

respondents and suggests that the role of the father in the development of female offspring tends to be highly under-rated if not ignored.

In the Almquist-Angrist³ study the hypothesis was: enriching experiences led to unconventional choices (jobs or careers in fields which were not traditional female vocations). The descriptive data supplied by the recognized group in this study tended to support that hypothesis.

Ginzberg's⁴ comments on the development and utilization of human potential concludes the introduction to recommendations. The development of human potential:

assumes that the models upon which young people pattern their future roles, their educational preparation, their occupational choices, the distribution of energy between work and the other facets of their lives, all of these critically important decisions and actions, reflect in large measure the families and society into which they were born and reared, the quality and quantity of the educational institutions to which they have access, and the economic and social forces that shape and give content to life in contemporary America.

Recommendations: To actively assist in the full utilization of the potential of the female portion of the population, the following recommendations are suggested:

1. Society must seriously concern itself with parent education. In addition to the biological and economic function

³Elizabeth M. Almquist and Shirley S. Angrist. "Career Salience and Atypicality of Occupational Choice Among College Women." Journal of Marriage and Family, XXXII (May, 1970), pp. 242-248.

⁴Eli Ginzberg. Life Styles of Educated Women. (New York: Columbia University Press, 1966), pp. 176-77, 184.

traditionally performed by parents there must be an increasing awareness of the educational function performed by the home. Parents may need to be taught how to perform this function. Included should be emphasis on the relationships of father-daughter. Maybe fathers should take their daughters to ball games, on hunting and fishing trips and to concerts and art shows as well as their sons. Fathers also need to become regular participants in the parent-teacher conferences.

2. Parents and educators need to be aware of and promote the broadening of opportunities available. Perhaps the money now being earned by female athletes as well as male athletes is an example of both current discrimination and the changes that are taking place which make it possible for more girls to find satisfaction and financial rewards in a much wider vocational range. Television ads showing women in the scientific professions may also support a broadening of role and vocational opportunities.

3. Career education for women should support a flexible vocation plan that includes the role of wife, mother and wage earner. All girls should be equipped with vocational skills or the means with which to pursue vocational skills at the time they may need to enter the labor market.

4. Sex role stereotyping of subject areas must be stopped at all levels of education. Girls need to have mechanical skills in this technological age to function just as boys need to have feeling and expressive skills to live

satisfying lives in an increasingly depersonalized computer age. All children will need increased decision making capabilities to function effectively in a society characterized by rapid change.

5. Entrance jobs in the various employment fields should be available to both men and women. Skills and competencies should be emphasized along with intra-mural and extra-mural training programs which make it possible for both men and women to advance. There should be an opportunity for late entrance into many fields. Most age requirements need to be re-examined.

APPENDIX A

Code No. _____

APPENDIX A

PERSONAL DATA

Year of birth _____ Place of birth _____

Education: 1. Number of years of education
(1 through graduate) _____

2. College attended _____
Public _____ Private _____

3. Program or course pursued _____
Certificate/diploma _____ Degree _____

4. Special awards received _____

Vocation: 1. Number of years of employment _____

2. Most common type of employment _____

Marital Status: 1. Unmarried _____ 2. Married _____ Length of
time _____

3. If more than once, number of times and
years per marriage _____

Leisure time activities (these pursued in for diversion or
recreation). Please list in order of preference.

1. _____

2. _____

3. _____

Did you or do you compete in any competitive activities? _____

If yes, please list and indicate type and extent of com-
petition.

1. _____

2. _____

3. _____

Church affiliation (if any) _____

Political party preference _____

How would you describe your position on economic and social issues? (Check term most appropriate.)

_____ Ultra conservative
 _____ Conservative
 _____ Liberal
 _____ Radical

Vocation of Parents:

Father _____ Mother _____

Childhood community: (Please check the type of area lived in while growing up.)

_____ Rural
 _____ Small town (up to 1000 population)
 _____ Town of 1000 to 15,000
 _____ Over 15,000 to 100,000
 _____ Over 100,000

Size of schools attended (approximate)

_____ Grade school
 _____ High school graduating class
 _____ College

Personal descriptions: rate yourself on the following terms on a scale of 1-4 with 1 for usually, 2 for occasionally, 3 for quite often, 4 for often.

_____ 1. aggressive	_____ 11. take a stand
_____ 2. gentle	_____ 12. dependent
_____ 3. loving toward children	_____ 13. forceful
_____ 4. ambitious	_____ 14. sensitive to others
_____ 5. assertive	_____ 15. competitive
_____ 6. affectionate	_____ 16. athletic

_____ 7. independent
_____ 8. tender
_____ 9. self-reliant
_____ 10. understanding

_____ 17. loyal
_____ 18. compassionate
_____ 19. warm
_____ 20. dominant

APPENDIX B

QUESTIONNAIRE

I. Models

- A. What person, other than yourself, made the most important contribution to your personal, educational and vocational development?

- B. What was your relationship to the person identified in question A?

1. Family _____
2. Friend or peer _____
3. School (teacher?) _____
4. Church (who?) _____
5. Other (public figure, hero or heroine of book, etc.) _____
6. None _____

- C. At what age in your development did this influence take place in your life? (Please give approximate age and setting.)

II. Education Experience

- A. What educational experience (in or out of school setting) do you recall as being the most important in your life?

- B. At what age and under what circumstances did this experience occur?

III. Vocational Choices

- A. What vocational (career) choices have you considered? (Please list tentative choices and give approximate age when the career was considered.)

1. _____ age _____
2. _____ age _____
3. _____ age _____
4. _____ age _____
5. _____ age _____

- B. In actual experience, which vocational options did you pursue? (Please list as many jobs as you can recall working at and their approximate order of pursual and approximate length of time worked at each.)

1. _____
2. _____
3. _____
4. _____
5. _____

- C. What motivation, people or events influenced the choices listed in "B"? (Please describe briefly anything that you recall as seeming to be significant to you at the time.)

- IV. Are you in favor of the Equal Rights Amendment? ____yes
____ no

- V. Were you or was any member of your family preceding you or succeeding you actively involved in women's movements such as women's suffrage or WCTU?

_____ yes _____ no (If yes, please explain)

- VI. Write a paragraph summarizing what you think has been most important in your successful life to date.

APPENDIX C

APPENDIX C

February 1, 1975

Dear

The purpose of this letter and the enclosed materials is to request your participation in a study that I am undertaking for my doctoral dissertation in education at the University of North Dakota. I am attempting to identify common characteristics, values and unique personal or education experiences that influence the lives of women who live in North Dakota.

Would you please share your experience by participating in this study? Any information you provide will be used only in a confidential research procedure. (No names and no geographical area specification will be used.)

- To participate:
1. Fill out data sheet.
 2. Complete questionnaire.
 3. Take the study of values inventory.
 4. Return these (#1, #2, #3) in the enclosed stamped envelope.
 5. If there are any questions, please call collect, 237-9049.

Sincerely,

Bernice Pavak

February 1, 1975

Dear

Let me introduce myself. I am a graduate student in education at the University of North Dakota where I am currently doing research in the education of women. In my study (doctoral dissertation) I am attempting to identify people, events and values which have influenced the lives of recognized contributing women of North Dakota in the past and in the present.

Since you have been recognized as a contributing member of note by your inclusion in Who's Who for North Dakota or by being given recognition by the North Dakota Women's Coalition, I would like you to be a participant in my study. Please fill out the enclosed data sheet, answer the questionnaire and complete the value inventory. The information will be used only in a confidential research manner.

I would appreciate any help that you can give and ask you to complete the enclosed materials and return them in the enclosed stamped envelope at your earliest convenience. If you have any questions, please call me collect at 237-9049.

Sincerely,

Bernice Pavek

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